



Grade Two Thematic Beyond Canada



**Home Instructor's Guide: Days 1-9
and
Assignment Booklet 6A**



**Learning
Technologies
Branch**

Alberta
LEARNING

Grade Two Thematic
Module 6A: My Canada
Home Instructor's Guide: Days 1–9 and Assignment Booklet 6A
Learning Technologies Branch
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This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	



You may find the following Internet sites useful:

- Alberta Learning, <http://www.learning.gov.ab.ca>
- Learning Technologies Branch, <http://www.learning.gov.ab.ca/lb>
- Learning Resources Centre, <http://www.lrc.learning.gov.ab.ca>

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Module 6A: Beyond Canada

Day 1 to Day 9

The focus of this module is Social Studies Topic C: People in the World. This study focuses on people in different parts of the world and how they meet their needs. The student will develop appreciation, understanding, and respect for people in other parts of the world.

The student will be reading about people in different communities around the world in the book *Tales Near and Far* and in the accompanying booklet. The tales are set in Africa, China, Bosnia, India, and Lebanon.

The music selections the student will be listening to include songs from the United States and Africa.

As in the other modules, the basic reading resources for this module are provided. In addition, it is recommended that you and the student visit the library to borrow some of the suggested books in the following list to augment the student's learning.

Reading Resources

The following books are suggested reading resources for the days listed. If possible, obtain one or more books from each category. Any of the "Books to Be Read Aloud" can be shared with the student during Story Time.

Day 1 to Day 3

Books to Be Read Aloud

Jelly Belly by Dennis Lee

Sing a Song of Popcorn by Beatrice Schenk de Regniers et al.

The Tale of a Silly Goose and Other Stories by Vicki Rogers and Sharon Stewart

The Complete Nonsense of Edward Lear by Edward Lear

Books to Be Read Alone or with a Partner

Cinderella Penguin or, The Little Glass Flipper by Janet Perlman

Five Little Ducks by Raffi

There Was an Old Lady Who Swallowed a Fly by Simms Taback

Three Blind Mice: The Whole Story by John W. Ivimey

Day 4 to Day 7

Books to Be Read Aloud

The Honey Hunters by Francesca Martin
Just Stay Put: A Chelm Story by Gary Clement
Simply Ridiculous by Virginia Davis
A Squash and a Squeeze by Julia Donaldson

Books to Be Read Alone or with a Partner

Pollita Chiquita/Henny Penny by H. Werner Zimmerman
Not Now! Said the Cow by Joanne Oppenheim
The Wolf's Chicken Stew by Keiko Kasza
Zomo the Rabbit: A Trickster Tale from West Africa by Gerald McDermott

Children's Stories from Africa

When the World Began: Stories Collected in Ethiopia by Elizabeth Laird
Tales from Africa compiled by Mary Medlicott
Plays from African Tales by Barbara Winther
Lodu's Escape and Other Stories from Africa by Phoebe Mugo
The Rain Forest Storybook: Traditional Stories from the Original Forest Peoples of South America, Africa, and South-East Asia by Rosalind Kerven
Stories from Africa: "Tsie na Atsie" by Rose Esi Blissett
Ganekwane and the Green Dragon: Four Stories from Africa by Corlia Fourie

Day 8 and Day 9

Books to Be Read Aloud

Lon Po Po: A Red-Riding Hood Story from China by Ed Young
The Mountains of Tibet by Mordicai Gerstein
Mufaro's Beautiful Daughters by John Steptoe

Books to Be Read Alone or with a Partner

Cat and Rat: The Legend of the Chinese Zodiac by Ed Young
The Chinese Mirror by Mirra Ginsburg
The Cricket Warrior: A Chinese Tale by Margaret and Raymond Chang
The Song of Mu Lan by Jeanne M. Lee

Books to Be Read to Student Throughout the Module

A Grain of Rice by Helena Clare Pittman

Kele's Secret by Tololwa M. Mollel

Edward Lear's Book of Mazes: Nonsense Rhymes and Limericks by Edward Lear

Prince Cinders by Babette Cole

The Teeny-Tiny Woman by Paul Galdone

Internet Sites

A variety of books at the student's level and interest are given at the following websites:

- <http://www.bookadventure.org>
- <http://www.scholastic.ca>

Computer Software**Day 8 to Day 10**

Disney's Mulan Animated Storybook, Disney Interactive

Music Resources**Day 1 to Day 4****Films/Videos**

Abiyoyo, Reading Rainbow PBS Kids

Day 5 and Day 6**Tapes/CDs**

"Aiken Drum," Raffi, *Singable Songs for the Very Young*

Films/Videos

Zee, National Film Board of Canada

Field Studies

Find out when the public library is hosting a storyteller or a drama group. Take the student to a performance. Discuss being a good listener and observer first. After, talk about the special things the storyteller or dramatists did to make the story come alive.

Guest speakers might include people you know who have emigrated to Canada from other countries. They could speak about life in their native countries.

Suggested Activities

To gain more information about the social studies topic covered, encourage the student to use encyclopedias, newspapers, historical texts, globes, atlases, maps, dictionaries, and the Internet. The student could also talk to people who are knowledgeable about the topic.

At any time during class time or after the day's lessons, you may want to reinforce some of the learning. The following are suggested activities the student might enjoy:

- Sort and read the high-frequency words and spelling words on the coloured index cards
 - alphabetically
 - by length (from short to long or long to short)
 - by the same sounds (in any part of the word)
 - easy words
 - tricky words
- Read and clap out the syllables in high-frequency words and spelling words.
- Use modelling clay to construct a word. The student can roll out and shape the letters of a word, place them on cardboard, and feel the shape of the letters while saying them aloud.
- Make a set of cards from the words in each selection to play Bingo.
- With the student, look through the newspaper to discover its different sections. Discuss the kinds of news that is reported (local, national, and international). Read and talk about articles that are of interest to the student. Cut these out and display them on the bulletin board.
- Have the student watch a television program. Discuss how a performance was brought to life.

Resources Supplied with Module 6

The following resources are supplied:

- *Ideas That Sing! Volume 1* CD
- *JEUX D'ENFANTS/Children's Games* CD
- *Collections: Tales Near and Far*
- *Collections* booklet: *A Trip Across the River*
- *Collections Writing Dictionary*
- *Level B: Modern Curriculum Press Phonics*

Materials You Need for Module 6

Besides the basic resources that come with this course, there are other materials you will need.

The materials required should be readily available. Ensure that any materials needed for the day's lessons are collected and organized beforehand.

- paper of various types and sizes
 - lined and unlined
 - legal-sized unlined paper
 - Bristol board
 - construction paper
 - poster paper
 - sheets of coloured paper
 - mural paper
- HB pencils and eraser
- crayons (wax and pencil) and a watercolour set and paintbrush
- masking tape (narrow and wide) and transparent tape
- letters of the alphabet
- index cards (coloured and white)
- calendar components: three metal rings, a pocket chart that can be purchased or made of poster paper, a current calendar (if the student is continuing with Calendar Time)
- an area set aside for a Calendar Wall and a Calendar Corner (if the student is continuing with Calendar Time)
- books, magazines, other reading material
- old magazines, calendars, store flyers, and catalogues (to use for projects)
- a duotang with loose-leaf paper for the student's journal
- a CD player
- tape recorder, blank audiocassette, and a microphone for recording (some recorders have built-in microphones), or a computer with recording capability
- various sizes of envelopes and containers for holding items
- modelling clay

- glue, scissors, and a ruler
- a globe, an atlas, and a current map of Canada that shows the territory of Nunavut
- a junior dictionary
- yarn scraps
- gift wrapping paper
- a newspaper
- two cans of chicken broth, cornstarch, soy sauce, powdered or fresh ginger, pepper, parsley, eggs, green onions
- unsweetened coconut milk, long-grain white rice, vegetable oil, raisins, slivered almonds, onion, plain yogurt, two medium cucumbers, fresh or dried mint, cumin powder, mango puree
- a menu from a local restaurant

The following materials from the Appendix should be removed and ready to use prior to the lessons. The Appendix materials included with Module 6 are as follows:

- Calendar Page
- Calendar Picture
- A Good Storyteller chart
- Learning New Words chart
- Revise and Edit chart
- Rumpelstiltskin finger puppets
- Comparing Nita's Community to Mine

Charts from the Appendix in previous modules are also to be used as reference.

Daily Summary

Day 1

Materials You Need Today

General Supplies

- ☐ box containing required materials

Calendar Time (if you are continuing this activity)

- ☐ current month's calendar and materials

Math Time

- ☐ Grade Two Mathematics program

Music and Movement

- ☐ CD player
- ☐ *Ideas That Sing! Volume 1* CD
- ☐ atlas and globe

Language Arts

- ☐ *Collections: Tales Near and Far*

Journal Time

- ☐ journal

Silent Reading

- ☐ books, magazines, or other favourite reading material

Phonics

- ☐ *Level B: Modern Curriculum Press Phonics*, pages 227 and 228

Social Studies

- ☐ Thematic Assignment Booklet 6A
 - Day 1: Assignment 1

Looking Back

- ☐ Thematic Assignment Booklet 6A
 - Day 1: Learning Log

Story Time

- ☐ mutually chosen reading material

Calendar Time (Time recommended: 10–30 minutes)

If your student has mastered the months of the year and the days of the week, you may wish to shorten the time spent on calendar activities or go directly into the day's lessons. The materials for Calendar Time will continue to be included in the Appendix of the Student Module Booklet for your use. Follow the daily procedure from previous modules if your student needs more practice with these skills. Calendar Time will continue to be cited in the Student Module Booklet and the Home Instructor's Guide with a generic statement to follow the previous routine.

If you are continuing with a calendar from the previous module, begin your usual calendar routine. When you finish the calendar you are working on, follow the procedure below to start a new month.

To start a new month, introduce it by helping your student remove the Calendar Page and Calendar Picture page from the Appendix of the Student Module Booklet. Help the student fill in the name of the month and the numbers for the dates of the month. Have the student draw a picture for the month on the Calendar Picture page. The drawing can be a scene that reflects the month's weather or season or a special event that occurs during the month (a family birthday, a family gathering, or a holiday).

Calendar Time activities help the student develop a sense of order and time. Learning the days of the week and the months of the year will provide many chances for the student to work with numbers and the concept of time.

Highlighting special family events on the calendar can make the learning process more meaningful.

Math Time (Time recommended: 45 minutes)

The student works on Module 6: Day 1 in the math program.

Music and Movement (Time recommended: 20 minutes)

Play “Ya-Ha Na Ho-Ya” while the student moves creatively to it a few times today and on Day 2 as a break.

Do the following stretching activities a few times today and throughout the module as a break. Also do them as a cool-down after doing any physical activities.

Hold each stretch for 15 to 20 seconds. Emphasize that stretches should never hurt and that they should be done just until they are felt. Do the following stretches with the student:

- Reach for the sky with arms outstretched.
- Stand on tiptoe and reach for the sky.
- Clasp your hands behind your back and lift your arms up until you feel the stretch.
- Put your arms over your head and hold the elbow of one arm with the hand of the other arm. Gently pull the elbow behind your head. Repeat the stretch with the other arm.
- Sit in a comfortable position and very slowly roll your neck to one side. Keep your back straight. Repeat in the other direction.

- Lie on your back and put your feet up on a wall. Keep the lower back flat. Your bottom should be about 10 centimetres away from the wall. Stay like this for at least one minute.
- Raise your eyebrows and open your eyes as wide as possible. At the same time, open your mouth as wide as possible and stick out your tongue. Hold this for five to ten seconds. (This stretch takes the tension from the face and will make you smile.)

Add other stretches or change these to suit your student's physical abilities.

Language Arts (Time recommended: 60 - 90 minutes)

The student reads and responds to the selection “Rhyming Tales.”

Journal Time (Time recommended: 10–15 minutes)

The student responds to the selection “Rhyming Tales” in the Reading Response section of his or her journal. This journal was set up in Module 1A with loose-leaf sheets in a duotang. The journal has two sections—a Personal Writing section and a Reading Response section. At the completion of each Student Module Booklet, entries from each of the sections are selected from the journal to submit to the teacher along with the Assignment Booklet.

Print the module number and day (M6D1) on the illustration for the poem “Hugh, Hugh” or “Susie and the Crocodile” for submission to the teacher on Day 9.

Enrichment (optional)

The student can think about and write new verses to add to either poem and then dramatize them. Encourage the student to follow the format of the poem he or she has selected.

Lunch

Silent Reading (Time recommended: 10 minutes)

If the student subscribes to periodicals, such as *OWL*, *ChickaDEE*, *WILD*, or *Your Big Backyard*, he or she can read them now. If not, have the student select a story from a library book he or she has borrowed. Other reading material may include comic books or a book from the resources listed.

It is important that both of you read silently for 10 to 15 minutes. Each of you chooses separate reading material. There can be no talking once the reading begins, even to help the student with a word.

Encourage the student to use reading strategies if he or she is having a difficult time with a word.

Remember, you are modelling silent reading. Become involved with your reading material.

As this is silent reading time, try to prevent any interruptions.

Ensure the student has enough reading material for reading time.

When you have finished reading, take a few minutes to discuss what you both have read. Talk about the impressions and feelings you both had while reading. As a reading model, be excited about silent reading and be enthusiastic about discussing what you have read.

Phonics (Time recommended: 30 minutes)

Follow the directions for pages 227 and 228 in the phonics book. After you explain the phonics lesson on the two pages, have the student work independently. Check the work with the student when he or she finishes it.

These pages will be removed from the phonics book and submitted to the teacher at the end of Day 9.

Social Studies (Time recommended: 60 minutes)

The student learns that the world is made up of seven continents and that each continent is made up of countries.

Assignment Booklet: The student colours North America and Canada on maps. The student is also asked to list Canada's two official languages—French and English.

Looking Back (Time recommended: 10 minutes)

Review the day's activities and learning with the student. Complete the Learning Log for Day 1.

Story Time (Time recommended: 10 minutes)

Read the book selected for this time.

Sharing Time (Time recommended: flexible)

Have the student share the day's activities with a family member or friend.

Day 2

Materials You Need Today

General Supplies

- ☐ box containing required materials

Calendar Time (if you are continuing with this activity)

- ☐ current month's calendar and materials

Math Time

- ☐ Grade Two Mathematics program

Journal Time

- ☐ journal

continued . . .

Language Arts

- ☐ *Collections: Tales Near and Far*
- ☐ “A Good Storyteller” chart from the Appendix
- ☐ tape recorder, blank audiocassette, and microphone for recording, or a computer with recording capability

Silent Reading

- ☐ books, magazines, or other favourite reading material

Phonics

- ☐ *Level B: Modern Curriculum Press Phonics*, pages 229 and 230

Social Studies

- ☐ Thematic Assignment Booklet 6A
 - Day 2: Assignment 2

Looking Back

- ☐ Thematic Assignment Booklet 6A
 - Day 2: Learning Log

Story Time

- ☐ mutually chosen reading material

Calendar Time (Time recommended: 10 minutes)

Follow the daily procedure (if you are continuing with this activity).

Math Time (Time recommended: 45 minutes)

The student works on Module 6: Day 2 in the math program.

Journal Time (Time recommended: 10–15 minutes)

The student writes in the Personal Writing section of his or her journal.

Language Arts (Time recommended: 90 minutes)

The student responds to the selection “Rhyming Tales” in *Tales Near and Far*. Discuss how the poems are similar and different.

- Both are poems.
- Both have child characters.
- Both are funny.

- Both have a water setting (rain and the river).
- Both tell a story.
- Both have a problem, but they are different—only one has a solution.
- Both rhyme, but have different rhyming patterns. One is written in couplets. (A couplet is when two successive lines rhyme.)

Following is a sample of how to fill in the comparison chart.

	“Hugh, Hugh”	“Susie and the Crocodile”
Kind of Tale	funny poem	funny poem
Characters	Hugh	Susie, the crocodile
Setting	a shoe	Nile River, in Egypt
Problem	leaky roof	a hungry crocodile
Events	The rain comes in.	The crocodile wants Susie for lunch.
Solution	There isn’t a solution.	Susie runs away.
Rhyme Pattern	six of the seven lines rhyme	two lines rhyme (couplet)

Following is an embellished version of “Susie and the Crocodile.”

On the banks of the mighty Nile River, little Susie strolled under the swaying palm trees, enjoying the view of the distant pyramids. Suddenly, she spied a huge, mean-looking, people-eating crocodile coming out of the river. It opened its jaws as wide as the river itself and showed Susie its enormous, sharp teeth. Then it snapped them at her. She screamed for help, “H-h-h-e-e-l-l-p me . . . oh no!” She flew off as fast as a speeding falcon. She may still be running to this day!

Discuss how the story elements remained the same as in the poem “Susie and the Crocodile,” but were elaborated on in the embellished story.

Help the student with the recording. Remind the student how to record. Have the student record his or her name, give the module number and day, and tell which poem or nursery rhyme is being told. Encourage the student to speak in a clear voice, with appropriate volume, at an understandable pace, and with lots of expression. After the recording, play it back to the student and let him or her decide whether to rerecord the storytelling or to submit it as is.

Prepare the recording for submission to the teacher on Day 9.

Enrichment (optional)

The student may choose one of the following:

- Visit the local library to find books that contain Dennis Lee poetry. The student can read the poems and respond to the poem he or she finds interesting by drawing an illustration for it, reading the poem to a friend or family member, writing to Dennis Lee about the poem, or writing a response to the poem in the Reading Response section of his or her journal.
- Research crocodiles. The student can visit websites by going to <http://www.yahooligans.com> and using the keyword *crocodiles*.
- Make a diorama of the setting for either “Hugh, Hugh” or “Susie and the Crocodile.” Use a shoe box and materials found in the home.

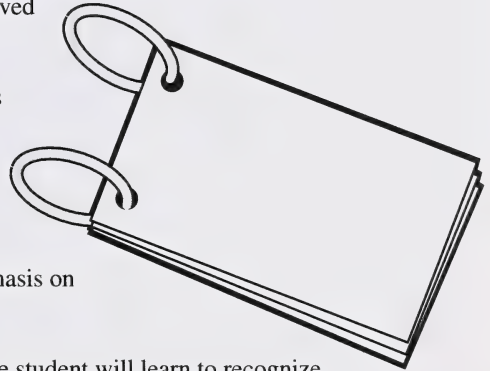
Lunch**Silent Reading** (Time recommended: 10 minutes)

You and the student silently read the materials selected for this time.

Words I Use Often (Time recommended: 15 minutes)

At the end of Module 5, the words from the Word Wall were removed and placed in two-ringed booklets as follows:

- one containing coloured flash cards of high-frequency words or words used often
- the other containing theme words, personal-interest words, and words from stories on white flash cards



On occasion, review the cards in the ringed booklets, with an emphasis on the high-frequency words.

Today you will start a new collection of words for this module. The student will learn to recognize these words at a glance without pausing to sound them out.

Today's words are **young** and **sun**. Print each word on a coloured index card. Show the words, one at a time, to the student. If the student can read the word at a glance, tape it to the Word Wall and select a new word to practise. If the student is unable to read the word, help him or her learn to read the word by doing the following activities:

1. Print a short sentence in which the new word has been replaced by a blank line. Have the student print the new word on the blank and then read the sentence aloud.

2. Print the word on a piece of paper and focus the student’s attention on individual letters. Ask the following questions:
 - What is the beginning sound?
 - What is the name of the letter that makes the sound?
 - What is the ending sound?
 - What is the vowel diphthong in *young*?
3. Ask the student to look for smaller words or familiar parts in the new word.
4. Have the student spell the word aloud while printing it on paper.
5. Make a list of words that rhyme with the new word and contain the same word ending, such as **young** and **sung** or **sun** and **fun**.

Phonics (Time recommended: 30–40 minutes)

Follow the directions for pages 229 and 230 in the phonics book. After you explain the phonics lesson on the two pages, have the student work independently. Make sure the student reads each sentence aloud. Check the work with the student when he or she finishes it.

These pages will be removed from the phonics book and submitted to the teacher at the end of Day 9.

Enrichment (optional)

Play a game of “Synonym Volleyball” with the student. Say a word. The student returns “the ball” by giving a synonym for that word. Examples of words you can use are **happy/glad, swift/fast, close/shut, pal/buddy** or **friend, race/run, funny/silly**, and so on. Refer to today’s phonics lesson and look in the phonics book for other words.

Social Studies (Time recommended: 60 minutes)

The student learns about directions and the oceans.

Assignment Booklet: The student answers questions about the oceans and continents.

Looking Back (Time recommended: 10 minutes)

Review the day’s activities and learning with the student. Complete the Learning Log for Day 2.

Story Time (Time recommended: 10 minutes)

Read the book selected for this time.

Sharing Time (Time recommended: flexible)

Have the student share the day’s activities with a family member or friend.

Day 3

Materials You Need Today

General Supplies

- ☐ box containing required materials

Calendar Time (if you are continuing this activity)

- ☐ current month's calendar and materials

Math Time

- ☐ Grade Two Mathematics program

Music and Movement

- ☐ CD player
- ☐ *Ideas That Sing! Volume 1* CD

Language Arts

- ☐ Thematic Assignment Booklet 6A
 - Day 3: Assignment 3
 - Day 3: Spelling Pre-Test

Journal Time

- ☐ journal

Silent Reading

- ☐ books, magazines, or other favourite reading material

Phonics

- ☐ *Level B: Modern Curriculum Press Phonics*, pages 231 and 232
- ☐ Thematic Assignment Booklet 6A
 - Day 3: Assignment 4

Looking Back

- ☐ Thematic Assignment Booklet 6A
 - Day 3: Learning Log

Story Time

- ☐ mutually chosen reading material

Calendar Time (Time recommended: 10 minutes)

Follow the daily procedure (if you are continuing with this activity).

Math Time (Time recommended: 45 minutes)

The student works on Module 6: Day 3 in the math program.

Music and Movement (Time recommended: 30 minutes)

Play “Ya-Ha Na Ho-Ya” and have the student sing along to it a few times today and on Day 4 as a break. In addition, do the stretching activities listed in Day 1 a few times today and on Day 4.

Language Arts (Time recommended: 90 minutes)

The student reads and responds to several poems and jokes.

Journal Time (Time recommended: 10–15 minutes)

The student responds to the poems and jokes in the Reading Response section.

Assignment Booklet: The student writes sentences using words from the poems and jokes.

A Snake Poem

Print the module number and day (M6D3) on the snake poem for submission to the teacher on Day 9. Make sure the student’s name is on it.

Lunch
Silent Reading (Time recommended: 10 minutes)

You and the student silently read the materials selected for this time.

Spelling (Time recommended: 15–30 minutes)

Today you will pre-test the student on the six spelling words for this module. The term *pre-test* means that you will test the student’s ability to spell specific words without the opportunity to study or even glance at the words prior to the test.

Study is only required on the words that the student is unable to spell. Further spelling activities will be done on Day 6 with the words the student needs to study.

Assignment Booklet: Give the student the pre-test. Do not let the student see the words beforehand. Test the student on these six words.

thing	whole
hear	heard
toward	five

When giving the pre-test, use the following steps:

- Say the word.
- Say the word in a sentence but not as a beginning word.
- Repeat the word.

After the pre-test, have the student print each word on a coloured index card (a different colour from the high-frequency word index cards) and tape the cards on the Word Wall under the appropriate letters.

Phonics (Time recommended: 30–45 minutes)

Follow the directions for pages 231 and 232 in the phonics book. After you explain the phonics lesson on the two pages, have the student work independently. Make sure the student reads each sentence aloud. Check the work with the student when he or she finishes it.

These pages will be removed from the phonics book and submitted to the teacher at the end of Day 9.

Assignment Booklet: The student matches antonyms in Day 3: Assignment 4.

Social Studies (Time recommended: 60 minutes)

The student reviews the continents and oceans.

Print the module number and day (M6D3) on the labelled illustration for submission to the teacher on Day 9. Make sure the student's name is on it.

Looking Back (Time recommended: 10 minutes)

Review the day's activities and learning with the student. Complete the Learning Log for Day 3.

Story Time (Time recommended: 10 minutes)

Read the book selected for this time.

Sharing Time (Time recommended: flexible)

Have the student share the day's activities with a family member or friend.

Day 4

Materials You Need Today

General Supplies

- ☐ box containing required materials

Calendar Time (if you are continuing with this activity)

- ☐ current month's calendar and materials

Math Time

- ☐ Grade Two Mathematics program

Journal Time

- ☐ journal

Language Arts

- ☐ *Collections: Tales Near and Far*
- ☐ Thematic Assignment Booklet 6A
– Day 4: Assignment 5

Silent Reading

- ☐ books, magazines, or other favourite reading material

Phonics

- ☐ *Level B: Modern Curriculum Press Phonics*, pages 233 and 234

Looking Back

- ☐ Thematic Assignment Booklet 6A
– Day 4: Learning Log

Story Time

- ☐ mutually chosen reading material

Calendar Time (Time recommended: 10 minutes)

Follow the daily procedure (if you are continuing with this activity).

Math Time (Time recommended: 45 minutes)

The student works on Module 6: Day 4 in the math program.

Journal Time (Time recommended: 10–15 minutes)

The student writes in the Personal Writing section of his or her journal.

Language Arts (Time recommended: 90 minutes)

The student reads and responds to the story “Too Much Talk.”

Assignment Booklet: The student writes sentences using words from the selection.

Enrichment (optional)

The student may choose to do one or both of the following:

- Write and illustrate what happened in the tale after the chief ran away.
- Write and illustrate his or her own tale modelled on “Too Much Talk.”

Lunch

Silent Reading (Time recommended: 10 minutes)

You and the student silently read the materials selected for this time.

Words I Use Often (Time recommended: 5–15 minutes)

Today’s words are *example* and *change*. Print each word on a coloured index card. Show the words, one at a time, to the student. If the student can read the word at a glance, tape it to the Word Wall and select a new word to practise. If the student is unable to read the word, help him or her learn to read the word by doing the activities outlined in Day 2.

Phonics (Time recommended: 30 minutes)

Follow the directions for pages 233 and 234 in the phonics book. After you explain the phonics lesson on the two pages, have the student work independently. Make sure the student reads each sentence aloud. Check the work with the student when he or she finishes it.

These pages will be removed from the phonics book and submitted to the teacher at the end of Day 9.

Social Studies (Time recommended: 60 minutes)

The student learns about life in a West African community.

The Story of Olabisi Going to School in West Africa

The day begins at five o’clock in the morning. Olabisi gets up early because there are many chores to do before going to school. She may have to feed the animals or help her mother grind some grain. When the chores are done, Olabisi washes herself with soap in the nearest stream or at the village tap. Usually her hair is short because of the hot weather, but if her hair is long, her mother might braid it.

continued . . .

To go to school in West Africa, children must wear a uniform. Olabisi wears a jumper and a short-sleeved blouse. Boys wear shorts and a shirt. Young children do not need to wear shoes.

School begins at eight o'clock in the morning, and it is a long walk to school, anywhere from three to ten kilometres. Olabisi walks in a large group with her brothers and sisters and other children from the village.

Olabisi must work very hard at school because it costs her parents sixty dollars a year to send her to school. Sixty dollars is a lot of money in West Africa. Olabisi has eight brothers and sisters. Her parents have to decide which children they should send to school. Not all the children can go because the parents don't have enough money to send everyone to school. One year Olabisi had to stay home.

Sometimes when her parents have no money, Olabisi runs out of paper. Then she sits quietly and watches everything the teacher writes on the blackboard, but Olabisi can't copy it down. None of the student's in Olabisi's class have books and neither does the teacher.

Sometimes children cannot go to school every day. There is a lot of work to be done at home. If the family has some land, the children may have to help with the planting or harvesting or getting water for the crops. Older children may have to look after younger brothers or sisters.

Olabisi never held a pen or pencil before starting school. She didn't have story books or crayons at home and there was no television for her to watch. Olabisi is learning to write in English and learning to say the alphabet in school. Olabisi didn't speak English before, so she has to learn a whole new language.

The school is made of mud and cement blocks. It cannot be made of wood because termites would eat the walls away. The roof is made of iron with grooves in it, and when it rains, the sound of the rain beating on the roof is very loud. The floors are bare, hard ground. Windows are openings in the wall with no glass in them. Doors are just openings in the wall. The open building lets in flies and mosquitoes, and sometimes, in the middle of a class, a rooster will crow or a group of chickens will come wandering in. Sometimes the teacher cannot write anything on the tiny blackboard because she has no chalk. Some of the children don't have desks, and in some schools, there are no desks at all.

Most of the school day is spent learning to read and write. There are no art periods because the school cannot afford construction paper or paint. There is no piano, no record player, no tape recorder, no overhead or film projector.

At noon there is a twenty-minute break. By this time Olabisi is very hungry as she has had no breakfast. People come to the school selling groundnuts (peanuts) and buns. Once Olabisi had a penny and bought some nuts. She was still hungry though because, like all children in West Africa, she shared with all her brothers and sisters and there were very few nuts left for her.

After school Olabisi walks home to help her mother prepare the daily meal. One thing that Olabisi's mother prepares is a type of bread made from the grain that Olabisi helps grind. Sometimes they have yams or plantains. (They're similar to bananas.) Mostly they eat grains and vegetables. Sometimes they may get a chicken or fish to cook.

continued . . .

There are many chores to be done after school. The laundry must be carried to the stream and washed and hung out to dry. To make a fire for cooking, Olabisi has to walk far into the bush to gather sticks. When the dry season comes and the earth dries up, Olabisi might have to walk three kilometres to get a pail of water.

The children also have to look after the animals. The younger children look after the small animals and the older children look after the big animals.

After the meal, which is the only meal of the day, the children have about one hour to play. They make toy cars from wood and wire. One of their favourite games is pushing a wheel with a stick. Olabisi and her brothers and sisters do not do any homework because they have no books and it soon gets too dark to see anyway.

Before going to bed, Olabisi cleans her teeth, but she doesn't use a toothbrush. Instead she uses a chewing stick that her mother bought at market. Chewing on the stick cleans her teeth and then she throws the stick away.

This is the end of Olabisi's day.

Following is an example of the chart and how to fill it in.

	Olabisi's Day	My Day
early morning	<ul style="list-style-type: none"> • up at 5:00 A.M. • does chores (feeds animals and grinds grain) • washes in stream 	<ul style="list-style-type: none"> • sleeping
morning	<ul style="list-style-type: none"> • begins school at 8:00 A.M. 	<ul style="list-style-type: none"> • up at 7:30 A.M. • begin school at 9:00 A.M.
noon		
afternoon		
evening		
night		

Print the module number and day (M6D4) on the chart for submission to the teacher on Day 9. Make sure the student's name is on it.

¹ "The Story of Olabisi Going to School in West Africa," in *Children of the World: A Primary Unit*. (Edmonton: Alberta Global Education Project, October 1990), 85, 87–88. Reproduced by permission of Arusha Centre Society.

Looking Back (Time recommended: 10 minutes)

Review the day's activities and learning with the student. Complete the Learning Log for Day 4.

Story Time (Time recommended: 10 minutes)

Read the book selected for this time.

Sharing Time (Time recommended: flexible)

Have the student share the day's activities with a family member or friend.

Day 5

Materials You Need Today

General Supplies

- ☐ box containing required materials

Calendar Time (if you are continuing with this activity)

- ☐ current month's calendar and materials

Math Time

- ☐ Grade Two Mathematics program

Music and Movement

- ☐ CD player
- ☐ *Ideas That Sing! Volume 1 CD*

Language Arts

- ☐ *Collections: Tales Near and Far*

Journal Time

- ☐ journal

Silent Reading

- ☐ books, magazines, or other favourite reading material

Phonics

- ☐ *Level B: Modern Curriculum Press Phonics*, pages 235, 236, 237, 238, 239, and 240

Social Studies

- ☐ Thematic Assignment Booklet 6A
 - Day 5: Assignment 6

continued . . .

Looking Back

- ☐ Thematic Assignment Booklet 6A
– Day 5: Learning Log

Story Time

- ☐ mutually chosen reading material

Calendar Time (Time recommended: 10 minutes)

Follow the daily procedure (if you are continuing with this activity).

Math Time (Time recommended: 45 minutes)

The student works on Module 6: Day 5 in the math program.

Music and Movement (Time recommended: 30 minutes)

Play “Keenene” while the student sings and moves to the rhythm a few times today and on Day 6 as a break. In addition, do the stretching activities listed in Day 1 a few times today and on Day 6.

Language Arts (Time recommended: 90 minutes)

The student reads the story “Too Much Talk.”

Journal Time (Time recommended: 10–15 minutes)

The student responds to the story “Too Much Talk” in the Reading Response section of his or her journal.

African Painting

Print the module number and day (M6D5) on the illustration and description for submission to the teacher on Day 9. Make sure the student’s name is on it.

Lunch

Silent Reading (Time recommended: 10 minutes)

You and the student silently read the materials selected for this time.

Phonics (Time recommended: 30 minutes)

Follow the directions for pages 235, 236, 239, and 240 in the phonics book. After you explain the phonics lesson on these pages, have the student work independently. Make sure the student understands the directions on all pages. Make sure he or she reads each sentence aloud. Check the work with the student when he or she finishes it.

These pages will be removed from the phonics book and submitted to the teacher at the end of Day 9.

Have the student make the fold-out book on pages 237 and 238 and read it aloud.

Social Studies (Time recommended: 60 minutes)

The focus is on how needs are met in a West African community.

Assignment Booklet: The student completes a web about how needs are met in a West African community.

Enrichment (optional)

The student may research typical West African foods and dishes.

Looking Back (Time recommended: 10 minutes)

Review the day's activities and learning with the student. Complete the Learning Log for Day 5.

Story Time (Time recommended: 10 minutes)

Read the book selected for this time.

Sharing Time (Time recommended: flexible)

Have the student share the day's activities with a family member or friend.

Day 6

Materials You Need Today

General Supplies

- ☐ box containing required materials

Calendar Time (if you are continuing with this activity)

- ☐ current month's calendar and materials

Math Time

- ☐ Grade Two Mathematics program

Journal Time

- ☐ journal

Language Arts

- ☐ *Collections: Tales Near and Far*

continued . . .

Art

- ☐ tempera paint or dark food colouring
- ☐ wax crayons

Silent Reading

- ☐ books, magazines, or other favourite reading material

Phonics

- ☐ *Level B: Modern Curriculum Press Phonics*, review
- ☐ Thematic Assignment Booklet 6A
 - Day 6: Assignment 7

Social Studies

- ☐ Thematic Assignment Booklet 6A
 - Day 6: Assignment 8

Looking Back

- ☐ Thematic Assignment Booklet 6A
 - Day 6: Learning Log

Story Time

- ☐ mutually chosen reading material

Calendar Time (Time recommended: 10 minutes)

Follow the daily procedure (if you are continuing with this activity).

Math Time (Time recommended: 45 minutes)

The student works on Module 6: Day 6 in the math program.

Journal Time (Time recommended: 10–15 minutes)

The student writes in the Personal Writing section of his or her journal.

Language Arts (Time recommended: 90 minutes)

The student reads and responds to the story “Too Much Talk.”

Speaking words include **whispered, cried, shouted, yelled, asked, begged, grumbled, complained, said, screamed, barked, moaned, and whimpered**. Continue to add to the list as the student comes across new speaking words in future readings.

Batik Art (Time recommended: 20 minutes)

Print the module number and day (M6D6) on the batik illustration for submission to the teacher on Day 9. Make sure the student's name is on it.

Lunch**Silent Reading** (Time recommended: 10 minutes)

You and the student silently read the materials selected for this time.

Words I Use Often (Time recommended: 15 minutes)

Today's words are **answer** and **room**. Print each word on a coloured index card. Show the words, one at a time, to the student. If the student can read the word at a glance, tape it to the Word Wall and select a new word to practise. If the student is unable to read the word, help him or her learn to read the word by doing the activities outlined in Day 2.

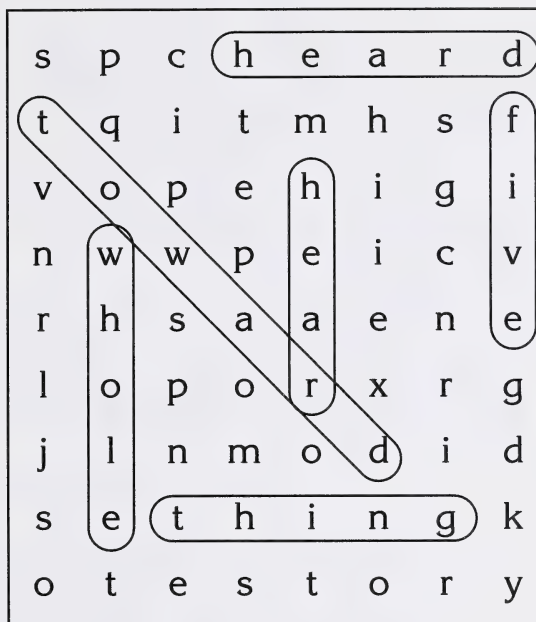
Spelling (Time recommended: 30 minutes)

The spelling words for this module are **thing**, **hear**, **whole**, **heard**, **toward**, and **five**. As a result of the pre-test on Day 3, you and the student will know which words need to be practised. Review these words, pointing out the following:

- Look for little words in bigger words, such as *in* in *thing*, *hole* in *whole*, and *to* in *toward*.
- Look for vowel pairs, such as *ea* in *hear*.
- Look for vowel digraphs, such as *ea* in *heard*.
- Look for consonant digraphs, such as *wh* in *whole*.
- Use your finger as a pencil to print the word on your arm, desk, or table.
- Look for the silent *e* at the end of a word that usually makes the first vowel long, as in *whole* and *five*.
- Saying the word slowly helps you spell the word.

If the student could correctly spell all six words given in the pre-test, have him or her practise the personally chosen words from the stories.

Word Search Puzzle



Phonics (Time recommended: 20–30 minutes)

The student has completed the phonics book. Review the concepts taught in the book as needed with the student. Have the student read the fold-out booklets from the phonics book on a regular basis. The student may read these during Silent Reading.

Dictation will be given on a regular basis as a phonics review and reinforcement.

Assignment Booklet: Dictate the following sentences to the student.

1. That cat has a hat.
2. Is Tim six years old today?
3. She left her mitt on the hill.
4. Pat likes to sit on her dad's lap.
5. The king wore a ring on his little finger.
6. We had fish for lunch.

Social Studies (Time recommended: 60 minutes)

The student learns about West African clothing and homes and compares them with his or her own.

Assignment Booklet: The student completes a web about how needs are met in a West African community.

Enrichment (optional)

The student may be interested in doing research about African homes and clothing. The student may then compare the findings with Canadian homes and clothing. Ask the librarian at the local library to help you search for resources, or search the Internet for websites about West African countries.

Looking Back (Time recommended: 10 minutes)

Review the day's activities and learning with the student. Complete the Learning Log for Day 6.

Story Time (Time recommended: 10 minutes)

Read the book selected for this time.

Sharing Time (Time recommended: flexible)

Have the student share the day's activities with a family member or friend.

Day 7

Materials You Need Today

General Supplies

- ☐ box containing required materials

Calendar Time (if you are continuing with this activity)

- ☐ current month's calendar and materials

Math Time

- ☐ Grade Two Mathematics program

Music and Movement

- ☐ CD player
- ☐ *Ideas That Sing! Volume 1* CD

Language Arts

- ☐ *Collections* booklet: *A Trip Across the River*
- ☐ Thematic Assignment Booklet 6A
 - Day 7: Assignment 9
 - Day 7: Assignment 10

continued . . .

Journal Time

- ☐ journal

Silent Reading

- ☐ books, magazines, or other favourite reading material

Social Studies

- ☐ Thematic Assignment Booklet 6A
 - Day 7: Assignment 11

Looking Back

- ☐ Thematic Assignment Booklet 6A
 - Day 7: Learning Log

Story Time

- ☐ mutually chosen reading material

Calendar Time (Time recommended: 10 minutes)

Follow the daily procedure (if you are continuing with this activity).

Math Time (Time recommended: 45 minutes)

The student works on Module 6: Day 7 in the math program.

Music and Movement (Time recommended: 30 minutes)

Play “Nan Yo Reh Yeh Yo” while the student moves to it a few times today and on Day 8 as a break. In addition, do the stretching activities listed in Day 1.

Language Arts (Time recommended: 75–90 minutes)

The student reads and responds to the story *A Trip Across the River*.

Journal Time (Time recommended: 10–15 minutes)

The student responds to the story *A Trip Across the River* in the Reading Response section of his or her journal..

Assignment Booklet: The student writes sentences using words from the selection.

Buki and Her Animals

Print the module number and day (M6D7) on the story and illustration for submission to the teacher on Day 9. Make sure the student’s name is on it.

Lunch**Silent Reading** (Time recommended: 10 minutes)

You and the student silently read the materials selected for this time.

Spelling (Time recommended: 20–30 minutes)

Have the student write sentences with the words from the spelling pre-test: *thing, hear, whole, heard, toward,* and *five*.

If the student has personally chosen words, the same procedure applies.

Assignment Booklet: The student writes six sentences that contain the spelling words from the pre-test (or personally chosen words).

Social Studies (Time recommended: 60–90 minutes)

The student compares life in a West African community to his or her own.

Print the module number and day (M6D7) on the list of questions for submission to the teacher on Day 9. Make sure the student's name is on it.

Assignment Booklet: The student responds to questions about a West African community and compares the community to his or her own.

Enrichment (optional)

The student may be interested in doing research on African music, animals, climate, and environment. The student may then compare the findings with what he or she knows about Canada. Ask the librarian at the local library to help you search for resources, or search the Internet for websites about West African countries.

Looking Back (Time recommended: 10 minutes)

Review the day's activities and learning with the student. Complete the Learning Log for Day 7.

Story Time (Time recommended: 10 minutes)

Read the book selected for this time.

Sharing Time (Time recommended: flexible)

Have the student share the day's activities with a family member or friend.

Day 8

Materials You Need Today

General Supplies

- ☐ box containing required materials

Calendar Time (if you are continuing with this activity)

- ☐ current month's calendar and materials

Math Time

- ☐ Grade Two Mathematics program

Journal Time

- ☐ journal

Language Arts

- ☐ *Collections: Tales Near and Far*
- ☐ Thematic Assignment Booklet 6A
– Day 8: Assignment 12

Silent Reading

- ☐ books, magazines, or other favourite reading material

Social Studies

- ☐ Thematic Assignment Booklet 6A
– Day 8: Assignment 13

Looking Back

- ☐ Thematic Assignment Booklet 6A
– Day 8: Learning Log

Story Time

- ☐ mutually chosen reading material

Calendar Time (Time recommended: 10 minutes)

Follow the daily procedure (if you are continuing with this activity).

Math Time (Time recommended: 45 minutes)

The student works on Module 6: Day 8 in the math program.

Journal Time (Time recommended: 10 –15 minutes)

The student writes in the Personal Writing section of his or her journal.

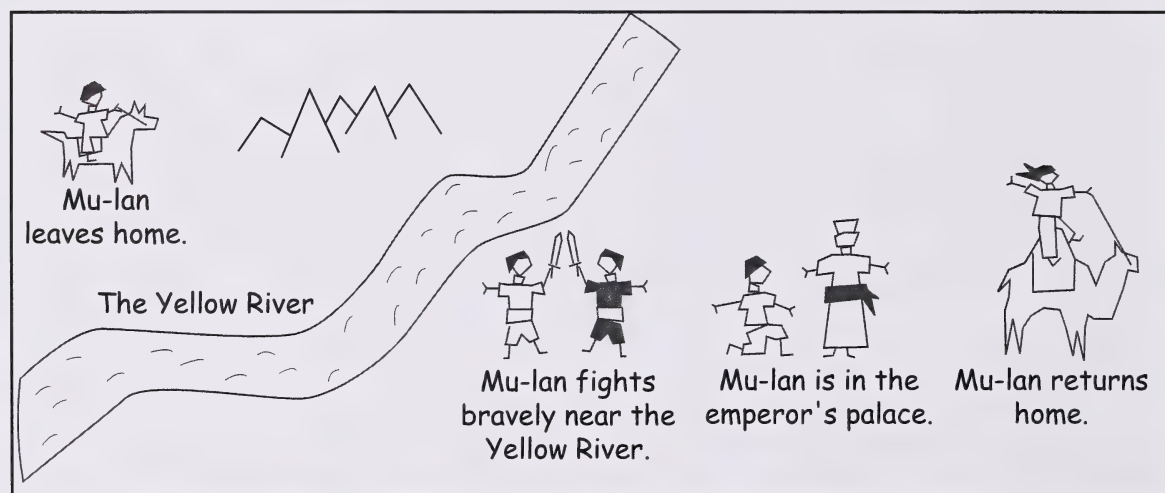
Language Arts (Time recommended: 90 minutes)

The student reads and responds to the story “The Legend of Hua Mu-lan.”

Print the module number and day (M6D8) on the pictorial story map of Mu-lan’s journey for submission to the teacher on Day 9.

Assignment Booklet: The student writes sentences using words from the selection.

Map of Mulan’s Journey



Enrichment (optional)

The student can read other books and stories about brave characters or other tales and legends from China. See the resource list for Day 8.

Lunch

Silent Reading (Time recommended: 10 minutes)

You and the student silently read the materials selected for this time.

Words I Use Often (Time recommended: 15 minutes)

Today’s words are *car* and *against*. Print each word on a coloured index card. Show the words, one at a time, to the student. If the student can read the word at a glance, tape it to the Word Wall and select a new word to practise. If the student is unable to read the word at a glance, help him or her learn to read the word by doing the activities outlined in Day 2.

Phonics (Time recommended: 20–30 minutes)

Dictate the sentences in the Student Module Booklet to the student.

Social Studies (Time recommended: 60–90 minutes)

The student learns about life in a Chinese community.

The Wu Family of China

The Wu family lives in a city called Guangzhou (pronounced gwang-joe) in the People's Republic of China, sometimes just called China. Yang is eight years old. In China, a person's last name comes first. That's why Yang is called Wu Yang and not Yang Wu.

Yang's family lives in an apartment. There is a main room, a small bedroom, a tiny kitchen, and a very small bathroom. Yang lives with his mother and grandmother. Grandmother sleeps on a sofa bed in the main room.

In China, some people live on houseboats. They can cost less than an apartment or a house. Some people in China live in houses. These may be single buildings or row houses.

Yang likes to go to the market. Outdoor markets are good places to get fresh food and to chat with neighbours. In some markets, cooked food may be bought. People in China like to shop in the market for fresh food each day.

At the apartment, Grandmother steams rice. Many Chinese eat rice at every meal. They eat many things with their rice: steamed fish, sliced duck, pork, dumplings, bamboo shoots, shrimp and other seafood, and vegetables. These are quickly cooked in a wok. They also like to eat noodles and noodle soup. The food is cut into small pieces. This makes it easy to eat with chopsticks. For dessert, they have fruit. They like to drink green tea.

The rice Yang eats is grown in the south of China. Rice is the most important food in China. Much of the land is used to grow it. The fields are flooded so the rice can grow. Many people work in the rice fields.

Most of Yang's clothing is made of cotton cloth. It may be made into a loose-fitting jacket and pants. In cold weather, these clothes are padded with soft cotton. Everyone wears these clothes. When Yang goes for a walk, he dresses warmly. He wears long pants and a coat to keep out the wind. Yang likes to wear running shoes.

When Yang walks along a city street, he sees many bicycles. He sees people pulling carts and pushing wheelbarrows. He sees buses, but few cars and trucks. In China, loads are carried by carts, trucks, trains, airplanes, and boats. These boats travel on the rivers and canals.

Yang's mother works in a factory. Many Chinese work in factories or in the shipping business. Large ships sail into China's seaports from around the world. Many Chinese live in the country. They fish or farm for a living. Most Chinese work on farms. They grow rice, wheat, cotton, fruit, and vegetables. Some farmers also raise pigs and chickens.

At school, Wu Yang and his classmates learn to read and write. Their language is Mandarin. Mandarin Chinese is the official language of China. In China, there are many different ways to speak Chinese words, but in school, all children learn to speak Mandarin. Yang and his classmates have to wear uniforms to school. One thing that Yang learns about is animals. One of their favourite animals is the panda. The panda lives in bamboo forests in China.

Because the homes in China are so small, Yang and his friends play outside. They like to play checkers and other board games. They take part in different sports, like ping pong, volleyball, swimming, gymnastics, and shadow boxing. Yang also takes a martial arts course. Many Chinese, from children to seniors, gather in parks every morning dressed in loose clothing to practise exercises called Tai Chi. The purpose of the graceful movements of Tai Chi is to keep the body in constant motion without losing balance or breaking concentration.

Assignment Booklet: The student completes a web about China.

Looking Back (Time recommended: 10 minutes)

Review the day's activities and learning with the student. Complete the Learning Log for Day 8.

Story Time (Time recommended: 10 minutes)

Read the book selected for this time.

Sharing Time (Time recommended: flexible)

Have the student share the day's activities with a family member or friend.

Day 9

Materials You Need Today

General Supplies

- ☐ box containing required materials

Calendar Time (if you are continuing this activity)

- ☐ current month's calendar and materials

Math Time

- ☐ Grade Two Mathematics program

Music and Movement

- ☐ CD player
- ☐ *JEUX D'ENFANTS/Children's Games* CD

continued . . .

¹ From *Families Around the World*, Student Text 1st edition by MASSEY, © 1990. Reprinted with permission of Nelson, a division of Thomson Learning: www.thomsonrights.com. Fax 800 730-2215.

Language Arts

- ☐ *Collections: Tales Near and Far*

Journal Time

- ☐ journal

Silent Reading

- ☐ books, magazines, or other favourite reading material

Social Studies

- | | |
|----------------------------------------------------|---------------------------------------------------------|
| <input type="checkbox"/> two cans of chicken broth | <input type="checkbox"/> parsley |
| <input type="checkbox"/> cornstarch | <input type="checkbox"/> eggs |
| <input type="checkbox"/> soy sauce | <input type="checkbox"/> green onions |
| <input type="checkbox"/> powdered or fresh ginger | <input type="checkbox"/> Thematic Assignment Booklet 6A |
| <input type="checkbox"/> pepper | – Day 9: Assignment 14 |

Looking Back

- ☐ Thematic Assignment Booklet 6A
- Day 9: Learning Log

Story Time

- ☐ mutually chosen reading material

Calendar Time (Time recommended: 10 minutes)

Follow the daily procedure (if you are continuing this activity).

Math Time (Time recommended: 45 minutes)

The student works on Module 6: Day 9 in the math program.

Music and Movement (Time recommended: 30 minutes)

The student will move at different speeds and imitate a variety of animals. Play “Sorcerer’s Apprentice.” If you are uncomfortable discussing sorcerers at all, you do not have to discuss the title. If you are comfortable with it, discuss with the student that *sorcerer* is another word for magician, and that an *apprentice* is someone who is learning a trade by working under someone who is already skilled in it. The student moves to the music today and on Day 10 as a break. In addition, do the stretching activities listed in Day 1.

Language Arts (Time recommended: 90 minutes)

The student reads and responds to the story “The Legend of Hua Mu-lan.”

Journal Time (Time recommended: 10–15 minutes)

The student responds to the selection “The Legend of Hua Mu-lan” in the Reading Response section of his or her journal.

Time Markers

Terrific Time Markers			
long ago	at last	some months later	ten more years
one day	all this time	early one morning	down through the years
then	when		

Print the module number and day (M6D9) on the tale for submission to the teacher at the end of the day.

Enrichment (optional)

The student may reread a story he or she has written and point out the time markers in it. Have the student suggest new or different time markers.

The student may read a favourite tale or story and note the time markers.

Lunch**Silent Reading** (Time recommended: 10 minutes)

You and the student silently read the materials selected for this time.

Phonics (Time recommended: 20–30 minutes)

Dictate the sentences in the Student Module Booklet to the student.

Social Studies (Time recommended: 90 minutes)

The student learns about life in a Chinese community and makes egg drop soup.

Assignment Booklet: The student completes a web about Wu Yang's community in China.

Looking Back (Time recommended: 10 minutes)

Review the day's activities and learning with the student. Complete the Learning Log for Day 9.

Story Time (Time recommended: 10 minutes)

Read the book selected for this time.

Sharing Time (Time recommended: flexible)

Have the student share the day's activities with a family member or friend.

Send Assignment Booklet 6A and other items for mailing to the teacher now. Use the **Items for Mailing** checklist at the end of Assignment Booklet 6A to ensure that you include all items for the teacher.

ASSIGNMENT BOOKLET 6A

Grade Two Thematic
Module 6A: Days 1–9

Home Instructor's Comments and Questions

Home Instructor's Signature

FOR HOME INSTRUCTOR USE (if label is missing or incorrect)

Student File Number:

Date Submitted:

Apply Module Label Here

Name

Address

Postal Code

*Please verify that preprinted label is for
correct course and module.*

FOR SCHOOL USE ONLY

Assigned Teacher:

Date Assignment Received:

Grading:

Additional Information:

Teacher's Comments

Teacher's Signature

Home Instructor: Keep this sheet when it is returned to you as a record of the student's progress.

INSTRUCTIONS FOR SENDING IN THIS DISTANCE LEARNING ASSIGNMENT BOOKLET

When you register for distance learning courses, you are expected to send in Assignment Booklets for corrections regularly. Try to send each Assignment Booklet as soon as you have completed it. Before sending your Assignment Booklet, please check the following:

- Are all the assignments completed? If not, explain why.
- Has your work been reread to be sure the spelling and details are correct?
- Is the record form filled out and the correct module label attached?

MAILING

1. Postage Regulations

Do **not** enclose letters with Assignment Booklets.

Send all letters in a separate envelope.

2. Postage Rates

Take your Assignment Booklet to the post office and have it weighed. Attach enough postage and seal the envelope. Assignment Booklets will travel faster if correct postage is used and if they are in large envelopes that are no more than two centimetres thick.

FAXING

1. Assignment Booklets may be faxed. Contact your teacher for the fax number.
2. All faxing costs are the responsibility of the sender.

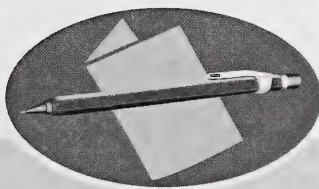
E-MAILING

Assignment Booklets may be e-mailed. Contact your teacher for the e-mail address.

Grade Two Thematic

Module 6A

Beyond Canada **ASSIGNMENT BOOKLET 6A**



Learning
Technologies
Branch

Alberta
LEARNING

Grade Two Thematic
Module 6: Beyond Canada
Assignment Booklet 6A
Learning Technologies Branch

The Learning Technologies Branch acknowledges with appreciation the Alberta Distance Learning Centre and Pembina Hills Regional Division No. 7 for their review of this Home Instructor's Guide and Assignment Booklet.

This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	



You may find the following Internet sites useful:

- Alberta Learning, <http://www.learning.gov.ab.ca>
- Learning Technologies Branch, <http://www.learning.gov.ab.ca/lrb>
- Learning Resources Centre, <http://www.lrc.learning.gov.ab.ca>

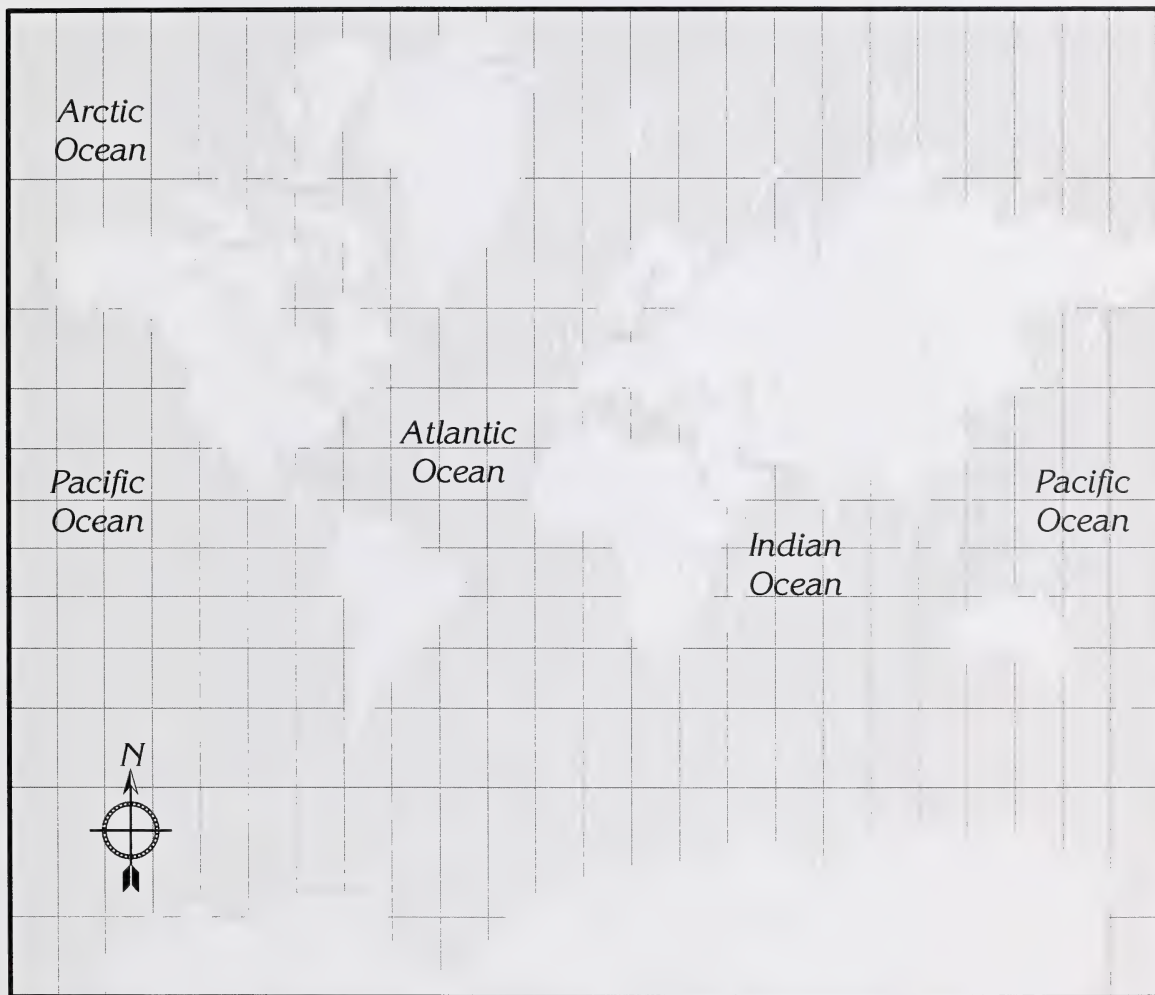
The use of the Internet is optional. Exploring the electronic information superhighway can be educational and entertaining. However, be aware that these computer networks are not censored. Students may unintentionally or purposely find articles on the Internet that may be offensive or inappropriate. As well, the sources of information are not always cited and the content may not be accurate. Therefore, students may wish to confirm facts with a second source.

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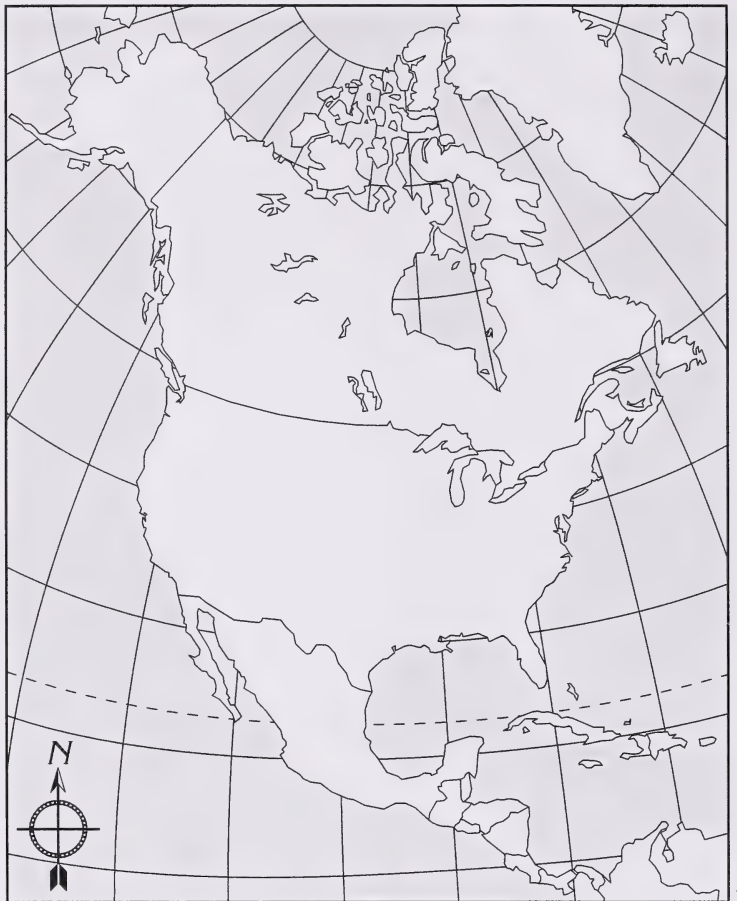
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Assignment 1

1. Colour the continent of North America orange. Print **North America** on it.



2. Colour Canada green. Print **Canada** on it.



3. There are two official languages in Canada. List them on the lines.

Learning Log

Home Instructor's Comments

What have you observed about the student's developing reading ability? Refer to today's reading activity. Check **yes** or **not yet**.

- | | | |
|------------------------------|----------------------------------|--------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • makes a connection between the poem "Hugh, Hugh" or "Susie and the Crocodile" and another familiar story or poem |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • describes the rhyming pattern in the poem "Susie and the Crocodile" |

Use this space for questions or comments about the student's developing reading ability. You may also make general comments about the day's work.

Student's Comments

What would you like to tell your teacher about today's lesson?

Assignment 2

Complete the following sentences.

1. The name of your **continent** is _____.
2. The name of your **country** is _____.
3. The name of your **province** or **territory** is _____.
4. The name of your **community** is _____.



5. On the map, circle North America.
6. On the map, colour Canada yellow.
7. On the map, colour your province or territory green. Print the name of your province or territory on the line. _____

8. Which three oceans touch Canada's shores? _____

9. Which ocean do you have to cross to go from Canada to Africa?

Learning Log

Home Instructor's Comments

What have you observed about the student's skill at storytelling? Refer to today's "Telling Tales" activity. Check **yes** or **not yet**.

- | | | |
|------------------------------|----------------------------------|-------------------------------------------------------|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •retells the story events in order |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •adds interesting details to the story |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •uses voice to convey moods and feelings |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •uses facial expressions to convey moods and feelings |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •speaks clearly |

Add any comments you have about the day's work.

Student's Comments

What would you like to tell your teacher about your storytelling?

Assignment 3

Write a sentence using each of the new words **joke**, **poem**, and **why**. Underline the new word in each sentence.

1. _____

2. _____

3. _____

Spelling Pre-Test

Listen carefully to the words your home instructor gives you. Neatly print the words on the lines.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Assignment 4

Draw a line from each word in Column 1 to its **antonym** in Column 2.

Column 1

cry

wrong

lose

open

frown

stop

Column 2

right

close

laugh

start

smile

win

Learning Log

Home Instructor's Comments

What have you observed about the student's knowledge and skills in writing poems? Check **yes** or **not yet**.

- | | | |
|------------------------------|----------------------------------|------------------------------------------------------------------------------------------|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • shows an understanding of the poetry format where a rhyme comes at the end of the line |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • identifies rhyming words in a poem |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • thinks of rhyming words |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • uses a pattern to form an original poem |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • prints a verse in poetry format independently |

Add any comments you have about the student's skill in poetry or any general comments you may have.

Student's Comments

Assignment 5

Write a sentence using each of the new words **cloth**, **gather**, **heat**, and **scream**.
Underline the new word in each sentence.

1. _____

2. _____

3. _____

4. _____

Learning Log

Home Instructor's Comments

Does the student use prereading strategies? Check **yes** or **not yet**.

- | | | |
|------------------------------|----------------------------------|------------------------------------------|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •reads the title |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •predicts what the story might be about |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •predicts what might happen in the story |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •looks at the pictures |

Add any comments you have about the student's prereading strategies or about the day's work.

Student's Comments

Assignment 6

Complete the web using information from "The Story of Olabisi Going to School in West Africa."

Name two activities that children in Olabisi's community do for fun.

1. _____

2. _____

Name two things people in Olabisi's community eat.

1. _____

2. _____

How do people in Olabisi's community meet their needs?

Tell two things you have learned about Olabisi's school.

1. _____

2. _____

Learning Log

Home Instructor's Comments

What have you observed about the student's developing reading skills? Check yes or not yet.

☐ yes ☐ not yet

•uses reading strategies during reading to understand the author's message

☐ yes ☐ not yet

•uses various strategies to read new words

☐ yes ☐ not yet

•uses reading strategies after reading to reflect on what was read

Add any comments you have about the student's developing reading skills or about the day's work.

Student's Comments

What would you like to tell your teacher about your reading?

Assignment 7

On the lines, print the sentences you hear your home instructor say. Circle the words with the **short vowel a** with a black crayon. Circle the words with the **short vowel i** with a pink crayon.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Assignment 8

Complete the following web.

What kind of clothing do most people in West Africa wear?

1. _____

Explain why.

2. _____

How do people in Olabisi's community meet their needs?

Tell two things you have learned about homes in West Africa.

1. _____

2. _____

Learning Log

Home Instructor's Comments

What have you observed about the student's developing writing skills? Refer to today's "Scream, Shout, Whisper" activity. Check **yes** or **not yet**.

- | | | |
|------------------------------|----------------------------------|----------------------------------------------------------------------------|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •suggests alternate "speaking" verbs that tell what the speaker is feeling |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •writes dialogue using different verbs |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •uses verbs appropriately to match the dialogue |

Add any comments you have about the student's developing writing skills.

Student's Comments

What would you like to tell your teacher about your day?

Assignment 9

Write a sentence using each of the new words **trip** and **over**. Underline the new word in each sentence.

1. _____

2. _____

Assignment 10

Write a sentence using each of the following spelling words.

1. hear 2. five 3. toward 4. heard 5. thing 6. whole

Underline the spelling word in each sentence.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Assignment 11

This is Olabisi's home.

Draw a picture of your home and complete the sentence.



Olabisi lives in a house made of mud with a straw roof.

I live _____

Print your answers on the lines.

1. Tell two ways your home and Olabisi's home are **similar**.

¹ Corel Corporation

2. Tell how your home is **different** from Olabisi's home.

3. Think about the environment you live in and the environment Olabisi lives in.
Tell why your homes are different.

4. Name two ways you could show Olabisi respect and appreciation for the way she lives.

Learning Log

Home Instructor's Comments

What have you observed about the student's verbal development? Check **yes** or **not yet**.

- | | | |
|------------------------------|----------------------------------|-----------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •recalls and retells information |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •asks for clarification if a word or idea is not understood |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •formulates questions on a topic |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •uses and understands an increasing number of words |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •tries a variety of spoken activities, including participating in discussions, answering questions, and doing presentations |

Add any comments you have about the student's verbal development.

Student's Comments

The hardest thing I did today was _____

Assignment 12

Write a sentence using each of the new words **fought**, **brave**, **war**, **agree**, and **thousand**. Underline the new word in each sentence.

1. _____

2. _____

3. _____

4. _____

5. _____

Assignment 13

Complete the following web.

Tell two things you have learned about the clothes people wear in China

1. _____

2. _____

Tell two things you have learned about homes in China.

1. _____

2. _____

How do people in Wu Yang's community meet their needs?

Name two jobs people in China do in the city.

1. _____

2. _____

Where do most people who live in the country in China work?

Learning Log

Home Instructor's Comments

What have you observed about the student's development in reading? Refer to the discussion of the tale "The Legend of Hua Mu-lan." Check **yes** or **not yet**.

- | | | |
|------------------------------|----------------------------------|-------------------------------------------------------------|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • draws reasonable conclusions about a character's feelings |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • relates a character's feelings to a personal experience |

Add any comments you have about the student's development in reading.

Student's Comments

What would you like to tell your teacher about your day?

Assignment 14

Complete the following web.

Name two things people in Yang's community eat.

1. _____

2. _____

How do people in Wu Yang's community meet their needs?

Tell two things you have learned about Yang's school.

1. _____

2. _____

1. What food do people often eat in China? _____

Why? _____

2. What is the official language of China? _____

Learning Log

Home Instructor's Comments

What have you noticed about the student's developing writing skills? Refer to the "Time Markers" activity. Check **yes** or **not yet**.

- | | | |
|------------------------------|----------------------------------|-----------------------------------------------------------------|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •identifies time markers in the tale "The Legend of Hua Mu-lan" |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •understands and can explain the purpose of time markers |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •uses time markers appropriately in his or her writing |

Use this space for questions you may have or other comments about the student's developing writing skills.

Student's Comments

Tell your teacher how your cooking session went.

Grade Two Thematic—Assignment Booklet 6A
Module 6A: Beyond Canada
Items for Mailing

Indicate with a check mark (✓) that your student has completed the items listed below. Then submit each item along with this checklist to the student's teacher for marking at the time the teacher has requested it.

Days 1 – 9

- ☐ Thematic Assignment Booklet 6A

Ensure all assignments and Learning Logs have been completed.

- ☐ *Level B: Modern Curriculum Press Phonics*, pages 227–232, 235, 236, 239, and 240
- ☐ two entries from the Personal Writing section chosen by the student
- ☐ two entries from the Reading Response section chosen by the student

Day 1

- ☐ illustration from either “Hugh, Hugh” or “Susie and the Crocodile”
- ☐ added verses to either “Hugh, Hugh” or “Susie and the Crocodile” (optional)

Day 2

- ☐ recording of the student telling a story

Day 3

- ☐ snake poem
- ☐ illustration of the student travelling to Africa

Day 4

- ☐ the student's continuation and illustration for the tale “Too Much Talk” (optional)
- ☐ the student's own illustrated tale based on “Too Much Talk” (optional)
- ☐ chart comparing a day in the life of Olabisi and the student

Day 5

- ☐ illustration of a scene from “Too Much Talk”

Day 6

- ☐ batik illustration (crayon resist)

Day 7

- ☐ the story of Buki and an accompanying illustration
- ☐ list of questions to ask Olabisi

Day 8

- ☐ pictorial story map of Mu-lan's journey

Day 9

- ☐ the tale using time markers